

CHAPTER I

INTRODUCTION

This chapter basically reveals the introduction in this study. It includes the background of the problem, statement of the problem, the objectives of the research, the significances of the research and definition of the terms.

A. Background of the Problem

People throughout the world, recognize English as the first international language among other languages as an oral and written means. Many people use English as a communication medium to interact or work with people in various countries.

This means that English is used for communication between humans needed for interaction and getting humans to each other. In Al-Hujurat verse 13, Allah says:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ

لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

In this context, it is said that Allah created humans like women and men from various nations and tribes so that people need to know each other, everyone must use language for everyday communication.

In Indonesia, English became the first foreign language to play an important role especially in education. That is the reason why English is taught in compulsory schools from elementary school to high school and several semesters in universities (Ramelan, 1984, p. 1).

Speaking of communication, communication skills include four language skills, namely; listening, speaking, reading and writing where these skills are integrated to achieve information literacy, and supporting competence. In addition, these four skills must be supported

by language components such as grammar, vocabulary, sound system and so on. In fact, most students still have difficulty expressing their ideas in English.

One reason is that students acquire English only in formal education and rarely use it in everyday life. Because students lack the ability to speak, they only become listeners during the teaching and learning process. Students also have little opportunity to speak, so they rarely communicate in English.

On the one hand, the ability to speak languages is important because speaking is the most basic means of human communication. However, speaking in a second language or foreign language is often seen as the most demanding skill of the four skills (as quoted from Lazarson, Celce-Muria, Bailey and Savage 1994, p. 7). We know that traditionally, teachers direct the learning process and students take little role in their learning. With the advent of progressive education in the 19th century, most educators have replaced traditional curriculum approaches with "direct" and "group work" activities, where students determine what they want to do in class. The key to these changes is the premise that students actively build their own learning.

Student-centered learning reconstructs educators' thinking about teacher-centered traditional understanding of the learning process and places students at the center of the learning process. In other words, student-centered learning (SCL) is explained as learning and teaching that emphasizes student responsibility for activities such as planning learning, interacting with other teachers and students, researching, and assessing learning.

One of the most critical differences between students is centralized learning and teacher-centered learning in assessment. In student-centered learning, assessment is also student-centered, where

students are also given shared responsibility for deciding and engaging in assessment.

Assessment is an important part of every teaching operation. As schools of thought are increasingly accepted, assessment argues that it is important for students and teachers to be involved and have control in classroom activities (Derakhsan, 2011, p. 173). In general the meaning of the valuation comes from the Latin verb "assidere" which means "to sit together". Assessment is a tool for changing the nature of teaching - learning in changes to post-mandatory education "(Brown, 2004, p. 81).

Assessment is often explained in terms that are misunderstood in some educational practices. Brown (2004, p. 4) mentions that assessment is a continuous process that covers a much broader domain. Every time a student responds to a question, gives a comment, or tries a new word or structure, the teacher unconsciously makes an assessment of student performance.

The papers produced by students which are usually assessed by the teacher can finally be assessed by students as well. This type of assessment that can involve student participation in assessing their own work or assignments represents the importance of student participation and that is reflected in the student-centered learning process.

In student-centered learning, students participate in evaluating their learning. This means that students are involved in deciding how to show their learning. Developing assessments that support learning and motivation is very important for the success of a student-centered approach. Such self-assessment encourages students to become independent learners and can increase their motivation. Self-assessment encourages students to reflect on their learning and results so that they can improve their learning. Because self-assessment is new to most

students, educators can implement strategies to support the development of students' ability to assess their own work.

On the other hand, for students, assessment is a tool to see their ability to perform tasks. Students' performance in performing assignments is different from each other and it depends on their interests or motivations. Selection of assessments is needed to reduce student boredom and to increase student motivation in performing tasks. There are several studies that use assessment as a target and focus of research and also as a reference to support this research.

As one of the problems in evaluation, such as the case that there are certain companies, especially courses that generalize all student abilities by scoring students. But the problem is, students' abilities differ from each other. Another case is that some lecturers only see the results of students' final examinations without reviewing and comparing all things such as quizzes, midterms, or even student activities or attitudes. As a result, authentic elements will be lost in the scoring system. Based on the explanation above, the author wants to know about students' perceptions of assessment. Therefore, the authors formulated a study entitled "Student Perception about Assessments (Case Study in speaking II class of the third semester at English department of Antasari State Islamic University)

The researcher chooses English department of Antasari State Islamic University as a place of this research because all the teachers' speaking, especially speaking class course. They have a good competence in teaching English. Besides, they graduated from a good university in Indonesia and abroad. So, researcher thinks that they have more experience on providing assessment for the development of students' speaking. It is relevant with data that the researcher need.

B. Statement of Problem

1. How does the lecturer apply the assessment of speaking II class of the third semester at English department of Antasari State Islamic University ?
2. What are student perception about assessment in speaking II class of the third semester at English department of Antasari State Islamic University ?

C. Objective of Study

Based on the explanation above, the writer focuses to find out the suitable way in using one of both assessments. The objective of this study is:

1. To know how the lecturer apply the assessment of speaking II class of the third semester at English department of Antasari State Islamic University
2. To figure what are students' perceptions about assessment used by lecturer.

D. Significances of the Research

1. Theoretical

To support the teaching-learning process, this research is expected to create a new strategy in assessing, especially student achievement and their competence. For the teachers involved in the teaching-learning process, it is hoped that the results of this study will help them to get a new way of assessing and creating assignments or assignments for their students.

3. Pratical

The results of this study will be a reference for teachers or instructors. With the results of the study, instructors who are involved in training, especially in carrying out or making assignments, will

apply effective ways of assessing, in this case, to improve student achievement.

E. Definition of Key Terms

There are some terms used in this study. The writer will give the explanation of each term, in order to avoid mis interpretation. Those terms are assessment and perception . The explanations of those terms are stated in the following part.

1. Assessment

Testing is formal and often standardized (usually traditional) assessment is based on a collection of information about what students know and what they are able to do” (Dikli, 2003, p. 13).

2. Perception

These definitions deals with the definition proposed by Atkinson (1983, p. 89) stating that perception is the process by which people organize and interpret the pattern of stimuli in the environment.

Based on oxford Dictionary (2008), perception could means; a belief or opinion, often held by many people and based on how things seem; the quality of being aware of things through the physical senses, especially sight and someone's ability to notice and understand things that are not obvious to other people Walgito (1991, p. 43) defines perception as the last process of observation which is started by the process of sensing in which the process of stimuli is received by the sense, continued by the process of attention, and then directed to the brain that will make the individual realizes about something.

3. Speaking II

According to Irawati (2014, p. 26) defines speaking as an activity to produce sayings in the form of words and sentences orally in order to communicate with other. In this case, Speaking II is one of speaking courses which is provided for students at the third semester by English Department of Antasari State Islamic university Banjarmasin.

The course focuses on improving self-confidence, pronunciation and vocabulary building through doing language games, role-playing, and discussion of various issues. Grammar and semantics will be discussed in semantics. Various language functions and activities will also be used in this course. Original materials from different sources such as magazines, newspapers, Internet, songs, and film will be used. Students are expected to do the assigned reading, listening, and observing on relevant topics to prepare the class